



JLPS Curriculum overview for MFL

Rationale

Our vision at Joy Lane is to impart in our children **a love of learning**, none more so than in our Modern Foreign Languages programme, which aims to instil **a love of language**. With a strong emphasis on **practical communication**, children embark on a progressive journey of language acquisition through the school, building in **confidence, repertoire and fluency** in a second language. On leaving Joy Lane, we aim to equip children with an important foundation and desire to pursue language learning in Secondary Education. The teaching of Modern Foreign Languages at Joy Lane is underpinned with the ethos of **fostering pupils' curiosity** and deepening their understanding of the wider world.

The teaching of MFL, and the acquisition of a unique and transferrable skill to converse in a non-native language is increasingly relevant in the modern global world in which we live. At Joy Lane, children are exposed to not one, but two significant global languages in the course of their Joy Lane journey.

Children in Key Stage One enjoy exploring the richly phonetic Spanish language through songs and games. This approach continues in Key Stage Two where the children develop their written and spoken skills in French. Children have the opportunity to make focused and substantial progress in French, including being able to communicate confidently and independently about familiar topics and to appreciate the grammatical nuances between English and French. At Joy Lane, we aim to provide a **useful and meaningful** language education. As such, **cultural aspects** are highlighted to embed in the children the wider implications of a modern foreign language and an **appreciation of diversity**. In addition, Joy Lane enjoys close relations with a French school in our twinned town of Dainville, which is aimed at providing **purpose** and therefore, **motivation** in bringing French alive.

National Curriculum

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Subject content Key Stage 2:

Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Reception

Area of learning: Understanding the World

Birth to three:

Make connections between the features of their family and other families.
Notice differences between people.

3 and 4 year olds:

Continue developing positive attitudes about the differences between people.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Children in Reception:

Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.

Children will be introduced to MFL through song and rhyme. Additionally, children will gain an appreciation of diversity of cultures including landmarks and food.

Please refer to Development Matters (page 101 onwards) to see example of how to support the above.

Early Learning Goals:

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Key Stage 1

Although non-statutory, children are introduced to an additional language. As a richly phonetic language, Spanish is ideal for developing speaking and listening skills. As a more accessible language, Spanish is ideal for this younger age of child and thereby helps develop an awareness of modern foreign language. By immersing children in the culture of a different country, children gain an appreciation and acceptance of diversity.

The topics of 'colour' and 'animal's' could be explored through the forum of Outdoor Learning:

- Run to the coloured hoop
- Drama with animals

Overarching Question per term <i>* Outdoor learning opportunities</i>	Year Group			
	Year 3	Year 4	Year 5	Year 6
Term 1 Greetings Focussing on speaking, listening, reading and writing, children are enabled to introduce themselves in another language, expanding their vocabulary and developing fluency.	<ul style="list-style-type: none"> • Can I introduce myself? 	<ul style="list-style-type: none"> • Can I greet people in French (e.g. 'Comment-ca va)?' 	<ul style="list-style-type: none"> • Can I greet people in French and say a bit about myself? 	<ul style="list-style-type: none"> • Can I talk about my hobbies? This will involve expanding the vocabulary for hobbies.
Repetition of key concepts across the year groups				
<ul style="list-style-type: none"> • Can I respond to classroom instruction? • Can I explain how I am feeling? • Can I answer the register? 				
Term 2 Number and Time With an emphasis on practicality, children develop their ability to count in French, ultimately, so that in Year 6, they are confident to ask and understand the time.	<ul style="list-style-type: none"> • Do I have a concept of time? (days of the week) • Can I count in French? <p><i>Hoop-based game involving different numbers</i></p>	<ul style="list-style-type: none"> • Do I have a concept of time? (months of the year) • Can I apply my knowledge of numbers (e.g. to give my age) • Do I have a concept of time? (TBAT respond to 'Quelle heure est-il?') <p><i>Hoop-based game involving different numbers</i></p>	<ul style="list-style-type: none"> • Can I apply my knowledge of numbers (e.g. time, age, date)? <p><i>'What's the time, Mr Wolf?'</i></p>	<ul style="list-style-type: none"> • Can I combine and apply my knowledge of different ranges of time to make a statement in different situations? (Aujourd'hui c'est Lundi le vingt-sept Janvier) <p><i>'What's the time, Mr Wolf?'</i></p>
Repetition of key concepts across the year groups				
<ul style="list-style-type: none"> • Use of plurals • Do I understand the concept of gender within the French language (le/la/les and un versus une). • Use of simple connectives such as 'et' 				
Term 3 Describing with reference to Colour With colour as a focus, children are	<ul style="list-style-type: none"> • Can I recognise French words for colour? 	<ul style="list-style-type: none"> • Can I describe objects in terms of colour (this will involve the introduction of vocabulary of different animals). 	<ul style="list-style-type: none"> • Can I use colours as an adjective to describe a noun? • Can I identify the location of a colour adjective within a sentence? 	<ul style="list-style-type: none"> • Can I express opinions in complex sentences (hobbies, animals or food)? (e.g. J'adore... mais/parce que...)

introduced to descriptive language and simple grammar so that they are able to construct a sentence.	'Run to the coloured hoop'	'Fetch me something which is <i>bleu</i> etc.'	<ul style="list-style-type: none"> Can I express an opinion about colour? 'Fetch me something which is <i>bleu</i> etc.'	<ul style="list-style-type: none"> Can I distinguish between J'ai and Je suis? Writing in 'chalk' sentences responding to questions.
Repetition of key concepts across the year groups <ul style="list-style-type: none"> Consolidation of greetings and numbers. Use of determiners (Le, la, les and introducing du, de la and des) Reinforcement of gender and introducing variation in spellings; for example the spelling of adjectives based on the gender of the noun it describes. 				
Term 4 Topics of Conversation Building on the previous term, children will extend their knowledge of vocabulary, grammar and conversational French.	Year 3 <ul style="list-style-type: none"> Can I reply to a question? e.g. 'Qu'est ce que tu voudrais?' or, 'Qu'est-ce que c'est?' (this will involve the introduction of vocabulary of parts of the body). Can I recognise the use of different genders? Songs and games in French for example: 'Jac a dit' 'Head, Shoulders, knees and toes'	Year 4 <ul style="list-style-type: none"> Can I describe my family using J'ai simple connectives such as 'et'? Example: J'ai une soeur et un frere <ul style="list-style-type: none"> Can I order food from a café? Café Culture – ordering specific French food and sample.	Year 5 <ul style="list-style-type: none"> Can I combine knowledge to make conversation using a familiar topic from the weather, food, family or hobbies e.g. Lundi, il fait du soleil. Nb. This will involve the introduction of weather-specific and hobby-specific vocabulary. Negatives (J'ai and Je n'ai pas) Create your family in natural resources and label with chalk	Year 6 <ul style="list-style-type: none"> Can I express a food preference? Can I talk about the weather? (There is flexibility to teach 'Weather' in Term 1 if appropriate). Linked to Geography and mountains 'hoop' lesson, children express the weather of the different continents in French
Repetition of key concepts across the year groups <ul style="list-style-type: none"> Use of the connective 'mais' To be able to respond to 'Qu'est ce que tu voudrais?' or, 'Qu'est-ce que c'est?' 				
Term 5 Buildings and Landmarks In preparation for any potential foreign travel to a French-speaking country, children will be equipped with practical vocabulary to navigate a French town.	Year 3 <ul style="list-style-type: none"> Can I locate Paris and name its famous landmarks? Use natural resources to make Parisien landmarks (le tour Eiffel)	Year 4 <ul style="list-style-type: none"> Can I describe places about town using adjectives to expand my vocabulary? 'Find the big bakery, find the red bakery' etc.	Year 5 <ul style="list-style-type: none"> Can I speak in sentences about places? 'Hunt for a place' – children have to describe pictures of places they find hidden for example 'le boulangerie est rouge'	Year 6 <ul style="list-style-type: none"> Can I give directions? Can I make comparisons between places? Forest School Treasure Hunt using positional phrasing Directions around town (playground)
Term 6 French Culture This unit aims to embed in children an appreciation of different traditions and cultures and acceptance of diversity.	<ul style="list-style-type: none"> Can I name some people or events associated with France? Can I name a French custom or tradition? (Option to discuss April Fool's day or the significance of the French flag) (French Culture will be taught with a focus on songs and rhymes) Le poisson d'Avril – children run around pinning fishes on the backs of their peers	<ul style="list-style-type: none"> Do I understand aspects of French culture e.g. inventions, flag and landmarks Can I describe Easter traditions in France? Le poisson d'Avril – children run around pinning fishes on the backs of their peers Campfire song in French	<ul style="list-style-type: none"> Can I explain the significance of July 14th (Bastille Day)? French Visit and establishment of pen pals. Can I describe Christmas celebrations in France? Campfire song in French	<ul style="list-style-type: none"> Do I have an appreciation of French culture and customs? Can I make comparisons between French and English culture? Do I know the geographical spread of French-speaking countries? Café Culture – ordering food from outside stalls (hoops)

Repetition of key concepts across the year groups

- To learn about the café culture of France
- Appreciation of French etiquette such as kissing when greeting
- To be able to join in with a traditional French song

